

PRACTICE EXAMINATION KIT –

ALL ENGLISH

Consortium for State Court Interpreter Certification

Version 2.0

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Introduction and Overview

Congratulations!

You have purchased the Court Interpreter's Practice Examination Kit to help you in your goal of passing a Consortium oral performance examination.

This kit provides you with seven assignments.

- Understand the practice kit and how to use it
- Take the practice examination "cold"
- Score your examination
- Create your own scoring dictionaries
- Take the practice examination again
- Score your second attempt, using your scoring dictionaries
- Compare the results to your first attempt

ACKNOWLEDGEMENT / DISCLAIMER

The Technical Committee of the Consortium for State Court Interpreter

Certification extends a special thank you to Agustin de la Mora, who was instrumental in developing, editing, and perfecting the practice examination and scoring dictionaries found in the Spanish practice kit, upon which this kit is based. His experience as a federally certified interpreter, examination administrator and rater, and as a professional interpreter skills trainer and his voluntary commitment to it were essential for the completion and success of both products.

The Technical Committee developed this practice examination to provide an overview of what an operational examination is like. The practice exam is a representation of an actual examination, but the technical expertise that would ordinarily be invested in an actual examination has not been invested in this practice examination. To do so would be cost prohibitive. For that reason, the scoring unit distributions and scoring unit designations vary from the test construction standards. In addition, because this kit is designed to be used by speakers of a language other than Spanish, it does not include a non-English to English sight translation component and the entire consecutive exercise is rendered from English to the non-English language. In an actual test, there are two sight

translation exercises (one from English to the non-English language and one from non-English to English) and the consecutive exercise includes passages in two languages (an English-speaking attorney and a non-English-speaking witness).

Users of this Kit are encouraged to search out some non-English language materials and, using what you learned from this Kit, practice in the sight translation mode. In addition, you might wish to translate the witness's testimony (contained in the consecutive exercise) into your native non-English language. To "test" your translation, have it back translated it into English.¹ Once you are confident that your translation is accurate, practice the consecutive exercise, interpreting the lawyer's English into the non-English language and the witness's non-English language into English. Interpreting in this manner (from English to non-English and non-English to English) is more similar to what you will face in an actual examination.

WHAT IS A CONSORTIUM EXAMINATION?

Prospective court interpreters should have a basic understanding of the Consortium's oral language examinations, how they are developed, and what they measure. As with any test, it is important that the oral examinations are *reliable* and *valid*.

***Reliable* (the degree to which an instrument measures the same way each time it is used)**

The Consortium's oral examination development standards set forth a number of criteria that all examinations must meet, regardless of the language being tested. For example, all of the Sight Translation components of a Consortium exam are 200 to 225 words in length, contain twenty-five "scoring units" (see below), and are documents commonly used in court. Likewise, all of the Consecutive components of the examinations are 850 to 950 words in length and contain either 75 or 90 "scoring units." Finally, all of the Simultaneous components of the examinations are 800 to 850 words in length and contain 75 "scoring units." The total of either 200 or 215 "scoring units" is distributed throughout the three components of the examinations according to strict criteria prescribed for the test writers in the Consortium's Oral Examination Construction Manual©.

¹ Be careful – back translation is tricky and should involve three steps, as follows: 1) original to target language, 2) translated back into source language by *someone else*; 3) back translation compared to original, considering clarity and level of language equivalency.

All of the Consortium's examinations are administered in the same way, helping to ensure that test candidates in Consortium member states encounter the same experience, regardless of language. After administration, examinations are scored (sometimes referred to as "rated") in a standard manner, in accordance with criteria described in the Consortium's Oral Examination Raters Manual©.

Consistency in the development, administration, and rating activities across languages and across member states ensures reliability, allowing the test instruments to measure interpreting skills in the same way, time after time for each candidate, regardless of when or where the examination is administered.

Validity (the degree to which a test instrument measures what it purports to measure)

Validity is ascertained only after an examination has been administered over time. Once enough test results are collected, they can be entered into a database and analyzed by computer software developed for that purpose (e.g. SPSS, Iteman, etc.). The resulting analyses provide evidence of validity in the individual test items (i.e. scoring units) and in the test instrument overall, illustrating that the items and the test are valid.

It is important to note here that some Consortium member states administer the entire examination in one sitting. You will be practicing with this practice kit for that testing environment. In other Consortium member states, you might sit for the Simultaneous portion of the examination first. Only if you reach a specified minimum score on the Simultaneous component will you return for the Sight Translations and Consecutive portions of the examination. Then, if you pass those components, you will be considered as having passed the entire examination. Whether you sit for the Simultaneous component first and later for the balance of the exam, or for the entire examination in one sitting, this Practice Kit is designed to help you prepare for taking the Consortium's oral examination.

OVERVIEW OF THE PRACTICE KIT

You need to understand what this kit can do for you and how to make the best use of the information that is provided. Read this introductory section thoroughly and thoughtfully. Understanding the objective of the practice kit and how you should make use

of it will help you progress in your knowledge of court interpreting and the unique skills required for this career.

This packet of information is designed to provide you with four important concepts:

- **First**, it is intended to give you a look at what a real Consortium performance examination looks like, including the “scoring units.” (Detailed information about scoring units is included in the section entitled “create your scoring dictionaries.”)

After you take an actual, operational examination, bolded, underlined scoring units are used by the raters to score it in an objective way. Trained and experienced raters listen to your performance and make determinations about whether your interpretation of each scoring unit was acceptable or unacceptable, with the aid of reputable published references. Practicing with this kit before taking an operational examination will give you the opportunity to take a practice examination and score it in much the same way that trained raters do for the actual examinations.

- **Second**, it is intended to give you a general understanding of the scoring methodology used by the Consortium to score oral examinations in a fair and consistent way.

If you follow the directions provided in this kit in a step-by-step manner and complete each step as instructed, you will gain a general understanding of the methodology used in scoring an oral performance examination. Creating your own scoring dictionaries will help you to understand that scoring an oral test performance is a challenging assignment, especially since oral communication is dynamic. There often are multiple ways to interpret a word or phrase correctly. You will learn how to research words and phrases like the trained raters do and make your own decisions about what should be acceptable or not and why.

- **Third**, you will have the opportunity to take the practice examination in a way that replicates the test environment as closely as possible and to assess your current level of skill. You will be able to recognize your strengths, identify your weaknesses, and learn what additional training or practice you need to improve your performance. If you complete all of the assignments in a step-by-step manner and in the order provided, you

will gain a better understanding of what a real exam is like. More importantly, *you will gain a more realistic view of your level of performance*. Too often, we are lenient on ourselves and fail to give our performance an objective look, including the recognition of weaknesses as well as strengths.

We developed this kit to help you gain better insight into your current capabilities and likelihood of passing a Consortium oral examination. If you can identify your weak areas, you can work on those areas. If you identify strong areas, don't stop practicing those skills. Interpreting skills are unique and need to be used on a frequent basis in order to keep the level of skill up. Many interpreting skills are cognitive skills – *use them or lose them*.

It is important that you follow the instructions in this kit in the order that they appear. Complete all of step one before you move on to step two, complete all of step two before you move on to step three, and so on. It will be worth your time and effort if you are interested in improving your interpreting skills.

WHAT YOU WILL NEED TO USE THIS PRACTICE KIT

You need the following items:

- A CD player that has a “pause” feature
- Headphones for the CD player
- A tape recorder with recording capability
- Two or three blank cassette tapes (120 minute)
- Reference materials (dictionaries, glossaries, etc.)
- A note pad or writing tablet
- Pens and pencils
- A simple stopwatch
- Water (optional)

We recommend that you enlist the help of a colleague when using the practice kit. The colleague can operate the CD player for you, and engage in discussions with you about scoring units, the research you perform, and the exercises you complete. If you prefer to work alone, however, this kit is organized so that you can proceed without the assistance of another person.

With that short explanation of what the kit contains, what you need to use it, and an overview of how you should use the kit, let's begin!

Step One: Take the examination “cold”

Taking the examination “cold,” (that is, without knowing any more than you previously did about scoring units, how the examination is rated, or the theory of scoring dictionaries) provides you with a baseline to compare to after you have completed all of the assignments in this manual.

Choose a table in your house where you can be assured of an uninterrupted hour to an hour and a half of time. Place a CD player on the table (plug it in), and a tape recorder with a blank 120-minute tape in it. Place a set of headphones near the CD player, but do not plug the headphones into the CD player at this time. Place a stopwatch, a tablet, and a pen or pencil on the table. Check the tape recorder to be sure you know how to record – conduct a “testing, one, two, three” test on it and play it back to confirm that the volume is satisfactory and that your voice was recorded. You may want to set a glass of water nearby for you to sip on between parts of the test.

When your test table is ready, review the items that are behind Tab 1 at the end of this instruction manual. You will find the English to Foreign Language Sight Translations and a CD behind the Tab. Place the CD in the CD player and test the equipment for volume. Reset the CD to track one.



TEST PARTS

Part 1 - English to Foreign Language Sight Translations

Part 2 - Consecutive Interpreting

Part 3 - Simultaneous Interpreting

Part 1: English-to-Foreign Language Sight Translation

1. Start the tape recorder (do not turn the recorder off until you are completely finished with the practice exam).
2. Turn to the first sheet behind Tab 1, entitled *Sight Translation-English to Foreign Language 1*.
3. You have six minutes to both read and sight translate this document from the written English to your spoken foreign language.
4. Start your stopwatch.
5. Take a moment to read through the document to get a sense of what kind of document it is (you may make notes if you wish).
6. You have up to two minutes to read the document to yourself and make any notes you wish to make (leaving four minutes to perform the sight translation).
7. When you are ready, and before two minutes are up, begin the sight translation.
8. If you finish before the stopwatch registers six minutes, stop the stopwatch.
9. If you do not finish before the stopwatch registers six minutes, stop sight translating when the stopwatch reaches six minutes.
10. Repeat instructions 1 through 9 with the second sheet behind Tab 1, entitled *Sight Translation-English to Foreign Language 2*.



Reorganize your tablet, pens and pencils.

Take a sip of water if you wish.

Part 2: Consecutive Interpreting

For this part of the test, you will listen to prerecorded questions and answers (simulating an attorney-witness question and answer scenario in a courtroom) on the CD. You will press “Play” and “Pause” on the CD player, listening to a track, then interpreting, then listening to the next track, then interpreting. This is exactly how your Consortium examination will be administered, except the witness responses will be in a non-English language, not in English as they are in this practice exam. This practice kit will be used by individuals who speak English and one of several languages other than Spanish; therefore, the consecutive section is all in English. Another difference is that during a real test the test administrator will press the buttons on the CD player (whereas you may have a colleague performing this action). During this practice exam, if you are working through it alone, you will press the buttons. Caution: do NOT press the “stop” button once you have started this part of the test. In a real examination, you cannot stop or start over and must continue to the very end.

The tracks on the consecutive examination CD are of varying lengths. Tracks will consist of as few as eight words or as many as forty-nine words. You are strongly encouraged to take notes as you move through this portion of the test. There is no limitation placed on the number of notes that you take but if you try to take too many notes, you will run out of time. During an operational examination, you will have a maximum of 22 minutes to complete this portion of the exam.

You are allowed to replay two tracks during this part of the exam. If you want to replay a track, press the “Back” button to repeat the track on the CD. Replay it; then, press “Pause.” Interpret what you heard. Press “Play” and continue as before. Do not allow yourself to take advantage of more than two repetitions – during the actual examination you will be limited to two repetitions. If you just didn’t get a track, even after replaying it, move on and continue with the examination.

You are ready to begin the consecutive portion of the examination. You have 22 minutes.

1. Start your stopwatch.
2. Press “Play” on the CD player.

- 1
3. You will hear an English-speaker asking a question or making a statement on track number one of the CD.
 4. When the utterance is completed, press “Pause” (caution: do not press the “stop” button once you have started this part of the test).
 5. Interpret what you heard into the other language.
 6. Press “Play” again.
 7. On track number two, you will hear an English-speaking witness answer the question or make a statement. (In an actual examination, this witness testimony will be spoken in a non-English language.)
 8. When the utterance is completed, press “Pause.”
 9. Interpret what you heard into the other language.
 10. Press “Play,” and listen to the recorded question or statement on track number three.
 11. Press “Pause” and interpret what you heard into the other language.
 12. Continue this consecutive mode of interpreting until you reach Track Number 44 on the CD (when you hear the words “Yes, yes. I received the subpoena”, that is the last segment of the consecutive portion of the examination). Press “Pause.”
- 2
- 3

It is now time to take the simultaneous portion of the examination. You may want to take a sip of water or stand and stretch before going on to the last segment of the examination.

Part 3: Simultaneous Interpreting

For this portion of the examination, you will wear headphones and listen to a pre-recorded court proceeding, (such as the closing or opening statement of an attorney), recorded in English. The recording may be a monologue or it may include two or more speakers. You will interpret the recorded material in the simultaneous mode from English into the other language out loud for the tape recorder. The simultaneous exercise has been prerecorded at a speed of about 120 words per minute. That is a much slower pace than you would encounter in a

courtroom and is the same speed that an actual examination is recorded at. Be sure to speak up and do not mumble your words, so that the tape recorder captures your entire rendition and you get a good recording for your review later.

If you are having trouble keeping up, don't give up. Do not let yourself be "paralyzed" by one word or phrase. If an adequate interpretation doesn't come to you immediately, skip it and move on, starting again at the point where the taped monologue is. Do not stop the CD player during the simultaneous interpretation. During an actual examination, if you ask to have the CD player stopped, the examination administrator will do so, and the rest of the examination will be counted as incorrect.

1. Put the headphones on and adjust them to your comfort.
2. Plug the headphones into the CD player.
3. Go to Track 45 on the CD and press "play" on the CD player.
4. You will hear about one minute of introduction and instructions at the beginning of the track to allow you time to adjust your headphones and the volume.
5. When the instructions tell you to begin, begin interpreting aloud. Continue interpreting through the end of the simultaneous portion of the exam.
6. After the simultaneous portion is completed, press "Stop" on the CD player.
7. Stop the tape recorder.
8. Remove the CD and put it back into the protective jacket.

You are finished with your "cold" practice session. Check the cassette tape to be sure that your entire performance was recorded. Rewind the tape, put a label on it with the number "1," and put it back into the tape recorder.

Step Two: Score your examination

The next step in using your Practice Kit is to score your first performance. Take a look at the first set of test scripts that are behind Tab 2 (there are three sets behind that Tab). You should see the following documents, in order:

- English to Foreign Language Sight Translation 1 & 2 (Marked)
- Consecutive
- Simultaneous

You are going to listen to your tape recorded examination, following along with the examination scripts. You will notice that the scripts have some words and phrases that are underlined, **bolded**, and numbered with a letter designation beside each number. These words and phrases are referred to as “scoring units.” We will work with scoring units in detail later in the Practice Kit. For now, as you listen to your first performance, mark an “X” through any scoring unit that you believe you interpreted incorrectly or that you omitted. Only mark an “X” if the underlined and **bolded** word or phrase is interpreted incorrectly or omitted. If other words or phrases are interpreted incorrectly or omitted, make no mark on the script. If you believe you interpreted the scoring unit correctly, make no mark on the test script. You may write notes in the margins if you wish to note other issues relating to your performance.

Sight Translations

1. Put your cassette tape labeled number one into the tape recorder.
2. Turn to the test script for *English-Foreign Language Sight Translation 1* and have a pen or pencil ready.
3. Press the “play” button on the tape recorder.
4. Listen to your rendition of the English-Foreign Language Sight Translation portion of the examination, following along on the script.
5. When you determine that you have interpreted a scoring unit incorrectly or that you omitted a scoring unit, mark an “X” through that scoring unit. If you are

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not sure whether the interpretation of the scoring unit was correct or incorrect, look it up in a reputable published dictionary.

6. You may rewind the tape recorder if necessary.
7. Continue through to the end of the document.
8. Press "stop" on the tape recorder.
9. Count the number of scoring units through which you placed an "X."
10. Subtract that number from 25.

11. The result is the number of scoring units you believe you interpreted correctly.

12. Write that number in the top right margin of the page.
13. Repeat steps 2-12 with the script for *English-Foreign Language Sight Translation 2*.
14. Add the number of scoring units you entered in the upper right margin of the two pages together.
15. Divide that sum by 50. For example, if you wrote "12" on the English-Foreign Language 1 Sight Translation in the upper right margin, and you wrote "15" on the English-Foreign Language 2 Sight Translation in the upper right margin, the sum of those is "27." Divide 27 by 50.
16. The result is your percent score for the sight translation portion of the examination. In the example above, 27 divided by 50 equals 54 percent. The score on the sight translation portion of the examination would be 54%.
17. *Please note:* Many states require a minimum score on each component of the sight translation in addition to adding them together for one overall score. If you want to calculate a score for each component of the sight translations, divide the number of *correct* scoring units by 25.
- 2

Consecutive

1. Now turn to the test script for the *Consecutive* portion of the examination and have a pen or pencil ready.
2. Press "play" on the tape recorder and repeat the scoring process for this component of the examination.
3. You may rewind the tape recorder if you find it necessary to listen to any part of the test again.

- 1
4. When you reach the end of this part of the test, press "stop" on the tape recorder.
 5. When you have finished, count the number of scoring units through which you marked an "X." (You might find it easier to count the number of "X's" on each page and note the number in the bottom margin of that page, and then add those numbers together for a total.)
 6. Subtract that number from 90.
 7. The result is the number of scoring units you believe you interpreted correctly.
 8. Write that number in the upper right margin of the first page of the Consecutive script.
 9. Divide that number by 90.
 10. The result is your percent score for the consecutive portion of the examination.

Simultaneous

- 2
1. To finish the scoring process, turn to the test script for the *Simultaneous* portion of the examination and have a pen or pencil ready.
 2. Press "play" on the tape recorder and repeat the scoring process for this component of the examination.
 3. You may rewind the tape recorder if you find it necessary to do so.
 4. When you reach the end of this part of the test, press "stop" on the tape recorder.
 5. When you have finished, count the number of scoring units through which you marked an "X." (You might find it easier to count the number of "X's" on each page and note the number in the bottom margin of that page, and then add those numbers together for a total.)
 6. Subtract that number from 75.
 7. The result is the number of scoring units you believe you interpreted correctly.
 8. Write that number in the upper right margin of the first page of the Simultaneous script.
 9. Divide that number by 75.
 10. The result is your percent score for the simultaneous portion of the examination.
- 3

Overall score

1. To calculate an overall score, add the number of correct scoring units from all portions of the examination and divide by 215. The result is your percent score for the whole exam.

Do not be disappointed in your score. As you move through the exercises in this Practice Kit, you will begin to learn more about interpretation, testing, and scoring that should help you improve your overall performance and your interpreting skills.

As soon as you have completed this exercise, play your “cold” performance again and listen to it. Pay particular attention to your interpreting style and delivery, and your breadth of vocabulary in the both languages. Note such details as:

Sight Translations

Were your sight translations smooth and seamless, or did you have several pauses false starts?

From your sight translations, was it clear and transparent what the source document was? Would a monolingual listener have made sense of your interpretation?

Was your delivery smooth or choppy?

Did you leave anything out or add anything that was not in the source document?

Consecutive

Were your short-term memory skills sufficient to get you through the consecutive portion of the exam?

Do you need to improve your note-taking skills?

Did you find yourself wanting to ask for several repetitions?

Would a monolingual listener have made sense of the story being told during this segment of the exam?

Did you leave anything out or add anything that was not in the source document?

Simultaneous

Were you able to keep up?

Did you find yourself becoming “paralyzed” by words or phrases and falling behind?

Do you have the breadth of vocabulary to perform in the simultaneous mode of interpreting?

Would a non-English speaker, listening to your rendition, have understood what was going on and what was being said in the courtroom?

Did you leave anything out or add anything that was not in the source document? 1

Try to perform an honest assessment. Don't look for reasons to excuse your performance. For example, if you find yourself saying that because a door in your house slammed in the background it interrupted your focus during simultaneous, you might be making excuses. There are numerous noises and distractions in courtrooms and a good interpreter learns to focus despite those distractions. A good interpreter knows his/her own strengths and weaknesses and doesn't shy away from an honest assessment of performance.

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Step Three: Create your own scoring dictionaries

Now the interesting work begins. By following the instructions in this part of your instruction manual, you will begin to expand your knowledge of interpreting, interpreting skills, and vocabulary and gain an understanding of the way in which raters will assess your oral test performance when you take an operational examination. Remember that the raters of an actual examination have undergone specific training (much more training than you are receiving here) in many additional areas. For that reason, at the conclusion of this exercise, you will *not* be an expert rater but you *will* have a general understanding of the process of rating scoring units objectively, which is one step in the process of professionally rating an examination.

Turn to the sample scoring dictionaries that are behind Tab 3. The scoring dictionaries are ordered in the sequence that you took the practice examination: Sight translation first, then Consecutive, then Simultaneous.

Turn to the English-to-Foreign Language Sight Translation scoring dictionary, which should appear first behind Tab 3. You will see that each of the scoring units that are underlined and **bolded** on the test script are listed in the scoring dictionary, with a designation associated with the scoring unit. The designation will indicate **A, B, C, D, E, F, G, H, I, or J**. Take a few moments to examine this document until you understand the relationship of the scoring units on the test script to the scoring units in the scoring dictionary.

Your task is to finish compiling these scoring dictionaries. An electronic file containing these scoring dictionaries in Word format can be found on the Consortium's Web site at the following URL address: http://www.ncsconline.org/D_Research/AllLanguagesPEK_Dictionaries.asp (click on "Practice Examination Kit, All English Dictionaries). You may save the documents on

your own computer, allowing you to expand the document as you add entries. **Be sure to read and understand all of these instructions before you begin.**

1

The scoring units represent a variety of linguistic challenges, as follows:

➤ **A – Grammar/Verbs**

Scoring units designated as “A” type scoring units represent challenges in grammar, especially in verb form. Raters are looking for matching verb form in the source and target languages. Grammar and verb form is extremely important when interpreting and the raters will give little latitude on these scoring units. If the source language phrase is “it was happening this way,” they will NOT give credit if the target language phrase is “it will happen this way.” Try to figure out what grammatical feature each scoring unit is attempting to measure.

2

➤ **B – False Cognates/Interference/Literalism**

Scoring units designated as “B” type scoring units represent challenges in the form of interference upon one language by the other language. The most obvious example of what you must avoid is falling for a false cognate. It is important for you to understand the meaning of the word in the source language and preserve that meaning in your interpretation – not to literally interpret the words and lose the concept of them. Think about the English words “anyone in his *right mind*.” Find the words in your language that would provide the listener with the concept of *being in a normal state of mind*. You do not want to interpret those words as “*being in normal mind*,” “*being in correct mind*,” or “*being in the right side of your brain*.” This category of scoring unit might also represent a word or phrase that invites other types of interference of one language on another, or that is susceptible to literal renditions that result in loss of meaning.

3

➤ **C – General Vocabulary**

Scoring units designated as “C” type scoring units represent general vocabulary challenges. Be specific in your interpretation – do not interpret a “weapon” as a “gun.” There is a big difference, especially if one is under oath and giving important testimony. But, raters will consider common usage as long as it is within an acceptable semantic

SCORING UNITS DEFINED

| |
|----------------------------|
| A - Grammar |
| B - Language interference |
| C - Vocabulary |
| D - Legal terms/phrases |
| E - Idiomatic expressions |
| F - Register |
| G - Names & numbers |
| H - Markers & intensifiers |
| I - Position items |
| J - Slang |

range; for example, illegal immigrants could be “undocumented” immigrants. The meaning is interchangeable and the raters will give credit in that case.

➤ D – Legal Terms and Phrases

Scoring units designated as “D” type scoring units represent legal terms and phrases. You should be constantly working on and expanding your legal vocabulary, understanding what the legal phrase or word means, and then researching it until you have one or more precise interpretations for it. “*Beyond a reasonable doubt*,” has a very specific meaning and, as a court interpreter, you are expected to know what it means in the legal sense and be able to clearly interpret the concept for the non-English speaker. Raters will give no latitude here.

➤ E – Idioms/Sayings

Scoring units designated as “E” type scoring units represent idiomatic expressions or famous sayings from literature, history, etc. English is littered with idiomatic expressions. You will learn more of them by reading, reading, reading! There will not always be a matching idiom, proverb, or saying in the target language, but if there is, you should learn it and use it when interpreting. Finding a matching idiom helps to preserve the concept, the flavor, and the register of the speaker. If there is simply no parallel idiom or saying, at least be sure that you don’t literally interpret. “*It was raining cats and dogs*” would be nonsensical if interpreted literally. Think about idioms as you hear and read them – how would you interpret it? Talk about idioms with your colleagues and ask for input and suggestions. Browse the Web – there are many sites that contain hundreds of old and new idioms.

➤ F – Register

Scoring units designated as “F” address the issue of preserving the register of a speaker. If there is a same-level register word in the other language, then you should use it. Do not sanitize the language. If someone is referred to during testimony as a “*bitch*,” do not interpret that as a “*bad person*,” or “*bad tempered*.” In addition, if the spoken word is “*police officer*,” interpreting it as “*cop*” does not preserve the register of the language. Raters will not give much latitude if there is a same-level register available to you and you fail to use it.

➤ G – Numbers/Names

Scoring units designated as “G” type scoring units represent names and numbers. These scoring units must be precise. Develop your note-taking skills and write down names and numbers so that you do not transpose numbers or forget names. If an address is 1234 Smith

Street and you interpret as 1324 Smith Street, that is incorrect. And, if Mrs. Agnes Smith is testifying and you interpret the name as Miss Agnes Smith or Mr. Smith, that is incorrect. When referring to years, you may use commonly accepted renderings, such as June 14, '98, or June 14, 1998. But, if you say July 14, 1998, that, of course, is wrong.

➤ H – Markers/Intensifiers/Emphases/Precision

Scoring units designated as “H” type scoring units represent markers, intensifiers, and words or phrases that provide emphasis to a statement or give precision to meaning. These are important facts in the courtroom and will make a difference in the interpreted renderings. If a witness or attorney says, “*he was running very fast up the street,*” it is important for you to interpret the fact that he was running very fast, and not just fast. What is important here is that you capture the precise fact conveyed by the qualifying word or intensifier.

➤ I – Embeddings/Position

Scoring units designated as “I” scoring units represent words and phrases that are embedded or might be omitted because of their position. These are testing you in large part for a tendency to omit when you think a word or phrase is unimportant. For example, if a witness said, “*So, then what happened?*” you may be tempted to “drop” the word “*So.*” You should practice until you are able to capture these position items. Never assume that a word or phrase is unimportant. If the speaker said it, the listeners in the other language deserve to hear its equivalent. But, there is some latitude. As long as you don’t omit it entirely, the raters are likely to give you credit. For example, if you interpreted the above phrase as “*And then what happened?*” (unless your rendition made the statement nonsensical), the raters would give you credit for the scoring unit, because you didn’t simply omit the concept altogether.

➤ J – Slang/Colloquialisms

Scoring units designated as “J” scoring units represent challenges in slang or colloquial language. These units are similar to the idiomatic expressions. Search for the expression in the other language that most closely conveys the slang expression. If there is a slang expression in the other language, use it. If not, don’t provide a literal interpretation. If the slang expression is “*he’s pushing up daisies,*” and in the other language there is just no colloquial expression for dying, then interpret the “meaning” of the slang, not the literal words. Practice slang and research new slang expressions. Slang expressions fall out of use quickly and new expressions are added every day. Do your homework – talk to teenagers, read, and

browse the Web sites. The examinations will not use seldom-heard or trendy new slang expressions. You will only encounter widely used, well-known expressions in the testing environment, but that is not true in the courtroom!

1
Expert raters use additional techniques and are subjected to more intensive training in this and other areas. However, this scoring unit overview will allow you to better understand the process.

Gather your reference materials (dictionaries, glossaries, etc.) and place them near you.

1. Look up the first scoring unit in your reference materials.
2. Remember that there is likely to be *more than one acceptable interpretation*. If so, write down all of the acceptable interpretations you can identify.
3. Refer often to the guidance provided above – this guidance is very similar to the guidance provided to the professional raters.
4. *Remember to keep the context of the scoring unit in mind at all times.* If you take the word or phrase out of context, you are likely to change the meaning of the sentence.

Continue to work on your scoring dictionaries for all remaining components of the examination. Keep the scoring unit categories in mind as you proceed. Take your time – this portion of your practice kit may take you days to complete. We hope you will find the challenge an interesting (and even fun!) one. By building the scoring dictionaries, you are exposing yourself to one of the best training mechanisms that an interpreter can experience; you are building your vocabulary, learning to discern subtle differences in meaning, and learning about idioms, slang, and temptations to interpret literally.

(Reminder: The electronic file entitled “*Practice Examination Kit, All English Dictionaries*” is available on the Consortium for State Court Interpreter Certification’s Web at:

http://www.ncsconline.org/D_Research/AllLanguagesPEK_Dictionaries.asp)

2
3
Be sure you understand this section and complete your scoring dictionaries before moving on.

Step Four: Take the practice examination again and score your examinations

1

Repeat all of the directions in Step One (page 6). Retake the examination under the same conditions (or as close to the same as possible) that you took it under the first time. When you have finished, label the cassette tape with the number “2.” Put all of the equipment away and clear the table of everything except this instruction booklet, the tape recorder, your scoring dictionaries, and pens and pencils. If you are weary, take a break. Come back to score your performances at a time when you are fresh and enthusiastic about the process. Turn to the second set of test scripts that are behind Tab 2.

2

Re-score your first performance (tape number 1), using your completed scoring dictionaries to make determinations about correct and incorrect scoring units. If you are uncertain about a particular interpretation you made, (perhaps you believe the interpretation is an acceptable one but you do not have it listed on your scoring dictionary) take the time to research it. Look in more than one reputable published resource, or investigate reliable sites on the Internet. If you are still uncertain, consult with interpreters you know and respect, especially if the interpreter is a certified one. If you determine that the interpretation is correct, add it to your scoring dictionary under the “acceptable” category. If you determine that the interpretation is incorrect, add it to your scoring dictionary under the “unacceptable” category.

3

Keep the descriptions about the category of the scoring unit in mind and consult with the scoring unit descriptions (pages 18-21) as often as you need to. Remember to keep the scoring unit in context. Be honest with yourself. Would you consider the interpretation to be correct if someone else interpreted it that way?

Move through the entire performance, determining your percent score on each portion of the examination. Remember that the two sight translations comprise one component of the exam in this Practice Kit, which may not be true in the state where you take the operational test. Add the correct number of scoring units from the sight translations and divide by 50 to find your percent score. Count the correct number of scoring units in the consecutive component and divide by 90 to determine your percent

1

2

3

Armed robbery

On April 25, at 4:30 p.m., police were called to the 1200 block of Milestone Lane in Germantown for a weapons complaint. The victim advised that while he was driving his van in the parking lot, several black males approached and got into a verbal altercation with him. Three of the suspects began beating the van with baseball bats. After the victim drove away a short distance, suspect No. 1 approached him and threatened the victim with a handgun. He then punched the man and took property from him. The robbers, who fled in a vehicle, were between 17 and 25 years old. The one with the gun was 6 feet tall, about 165 pounds, and had a medium build and dark complexion. He wore a white tank-top and black shorts.

One of the alleged perpetrators was arrested after a routine traffic stop, when a computer check found an open warrant for failure to appear in court on drug charges. When the suspect was taken to the county jail, he became belligerent and threatened to kill the officer who was taking his mug shot. In order to finish processing the individual, the officers had to handcuff him. He will be taken in front of a county judge for his initial appearance.

The court has determined for file # C-R04/ZV that no substantial danger exists that the defendant will commit a serious crime, jeopardize his personal safety, be a danger to the community, flee the jurisdiction, or otherwise unlawfully interfere with the administration of justice. The court, therefore, releases the defendant on his own recognizance and imposes the following conditions of release:

1. Defendant shall not use any drugs or possess any related paraphernalia except as prescribed by a physician.
2. Defendant shall not possess any dangerous weapons.
3. Defendant shall report regularly to and remain under the supervision of pretrial services.
4. Defendant shall report to the county jail for administrative booking.

DEFENDANT'S ACKNOWLEDGMENT

1. I have read the above conditions of release.
2. I understand that a law enforcement officer having probable cause to believe that I have violated a condition of my release, may arrest me.
3. I agree to abide by all of the above and understand that any violation may lead to the forfeiture of any bond posted and to the issuance of a warrant for my immediate arrest.
4. I have received a copy of the order and will keep it with me.
5. I agree to make the court appearance scheduled for Oct. 15th, at 2:30 PM as ordered by the court.

2

3

Armed robbery

On April 25, at 4:30 p.m., police were called^{1A} to the 1200 block of Milestone Lane in Germantown for a weapons complaint^{2D}. The victim advised^{3B} that while he was driving his van in the parking lot, several black males approached^{4A} and got into a verbal^{5I} altercation^{6C} with him. Three of the suspects began hitting the van with baseball bats. After the victim drove away a short^{7H} distance, suspect No. 1 approached him and threatened the victim with a handgun^{8C}. He then punched the man and took property^{9B} from him. The robbers, who fled^{10C} in a vehicle, were between 17 and 25 years old. The one with the gun was 6 feet tall, weighed about 165 pounds^{11G}, and had a medium build^{12C} and dark complexion^{13B}. He wore a white tank-top^{14C} and black shorts.

One of the alleged^{15H} perpetrators^{16F} was arrested after a routine^{17H} traffic stop^{18C}, when a computer check found an open warrant^{19D} for failure to appear in court on drug charges^{20I}. When the suspect was taken to the county jail, he became belligerent^{21C} and threatened to kill the officer who was taking his mug shot^{22E}. In order to finish processing the individual^{23A}, the officers had to handcuff him^{24A}. He will be taken in front of a county judge for his initial appearance^{25D}.

| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

The court has determined^{1A} for file # C-R04/ZV^{2G} that no substantial danger exists that the defendant will commit a serious crime, jeopardize^{3C} his personal safety, be a danger to the community, flee the jurisdiction^{4A}, or otherwise unlawfully interfere with the administration of justice. The court, therefore^{5H}, releases the defendant on his own recognizance^{6D} and imposes the following conditions of release:

1. Defendant^{7B} shall not use any drugs or possess any related paraphernalia^{8B} except as prescribed^{9C} by a physician^{10C}.
2. Defendant shall not possess any^{11H} dangerous weapons.
3. Defendant shall report regularly to and remain under the supervision of pretrial services^{12D}.
4. Defendant shall report to the county^{13H} jail for administrative booking.

DEFENDANT'S ACKNOWLEDGMENT^{14C}

1. I have read the above conditions of release^{15A}.
2. I understand that a law enforcement officer^{16F} having probable cause^{17C} to believe that I have violated^{18A} a condition of my release, may arrest me.
3. I agree to abide by all of the above^{19E} and understand that any violation may lead^{20A} to the forfeiture^{21C} of any bond posted and to the issuance of a warrant^{22D} for my immediate arrest.
4. I have received a copy of the order^{23C} and will keep it with me.
5. I agree to make the court appearance scheduled for Oct. 15th^{24G}, at 2:30 PM as ordered by the court^{25I}.

| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

PRACTICE EXAM #2

Consecutive

Q. Mr. Rodriguez, my name is Barbara Davies. I spoke with you on the telephone on April 16th^{1G}. Do you remember that conversation?

A. You mean^{2I} the day you called me at work... yes, I think so.

Q. We talked about your work history and your home and about your children, Pedrito and Celia, and Paula^{3G}, their mother? Do you recall that?

A. Yes, I remember we talked for a long while, especially that we talked about my son Pedro's problem.

Q. You mentioned you've worked a long time^{4B} for a hotel, I think it's the Paradise Island Hotel, right?

A. It used to be called that. They changed the name two, two and a half years^{5G} ago. Now it's called Crystal Palace, but it is the same one, right.

Q. Now you work as a manager for that property, but you have held^{6A} several different positions^{7B} in the hotel and have a very strict work ethic^{8C}, do you not? You always arrive at work on time and you are devoted^{9A} to your work?

A. That's right. I have always been treated very well there. I started washing dishes, but I have always been a very hard worker^{10C} and thanks to my efforts, I became a manager^{11C}. I've always been loyal^{12C} to my employers. That is why I have received several^{13C} promotions.

Q. So now, after you worked your way up the ranks to where you are today, you make very good money^{14E}, right?

A. I wouldn't say^{15A} that they pay me a whole lot of money, but I do okay^{16H}.

Q. And, correct me if I'm wrong, you live in a house located at 2491 Bayfront^{17G} in one of the swankiest^{18J} neighborhoods on the island?

A. Well^{19I}, how should I say this? The island is very small. Luckily, we were able to find a small lot and we built a single-story^{20H} house.

Q. Didn't you describe the place where Paula lived before as the ghetto^{21C}?

A. Look, I don't know what ghetto is, what I said is that she is from a deprived area^{22B}, a poor and dangerous^{23I} neighborhood.

Q. You stated earlier, during cross-examination^{24D}, that you and Paula have never been married^{25A} but you do have two^{26G} children together; is that correct?

A. It's true, but our children don't know it; my wife doesn't want them to know that they are bastards.

PRACTICE EXAM #2

Consecutive

Q. You said that Pedrito was never in trouble with the law^{27E} until there was a robbery^{28D} incident involving an older^{29H} lady, and he was held in custody^{31D} for two weeks. Is that correct?

A. That's what I was told after they sent him to Juvenile Court^{32D}. I was on pins and needles. We had a hard time getting him out of jail. Anyway, after all that, they dropped^{33B} the charges.

Q. And that all went down^{34J} when he was about^{35H} sixteen?

A. Yes, March 27th, 2006^{36G}.

Q. Would you say^{37A} that Pedrito was a pretty^{38I} good kid?

A. Pedrito would disobey me some times. But I didn't have to punish him very often because he was usually well-behaved.

Q. In your country, striking^{39A} a child, is that quite^{40H}-common – as discipline, I mean?

A. Well.... I can't speak for everyone. I only^{41I} know how I punish my children. When it was necessary, I would swat^{42C} their bottom^{43J}.

Q. Do you recall when I took your deposition^{44D} on April 16th and you said that it was quite common for parents to use corporal punishment^{45C}?

A. I don't know what corporal punishment is, but where I come from parents do punish their children, that's for sure^{46H}.

Q. By "punish"^{47A} you mean hitting them. Bottom line^{48E}, did you punish Pedrito or his sister by striking them with a belt when they misbehaved^{49C}?

A. Some do hit them with a belt^{50C}. Each parent has their own way to punish their kids. Like I told you before^{51H}, I sometimes spanked them and I hit^{52A} Pedrito once with a belt.

Q. Earlier you said Pedrito never had a violent^{53I} temper except for that one time when he threw a brick through your dining room^{54C} window. Why did he lose his temper^{55E} then?

A. Aha^{56F}, that was the time^{57A} I hit him with the belt; the kid^{58C} was so angry his nose bled, I guess because he was so mad^{59B}.

Q. Did you ever notice mental problems with Pedrito? Did you ever see him having seizures^{60A}, or anything weird^{61C}?

A. When he would get very angry he had nosebleeds^{62B}, but that's all.

Q. Let's talk about the time he got beat up. Tell us where and when^{63H} that happened, if you happen to remember.

- A. I think it was December of the year before last^{64H}.
- Q. Was he badly^{65H} injured? Was he taken to the hospital?
- A. He had been beaten up! He had a black eye^{66B} and had a cast^{67C} on because they had broken^{68A} his right^{69H} arm.
- Q. Do you know how many people participated in the alleged^{70D} attack, how many attackers^{71C} there were?
- A. Who knows! They were gang members and the police were looking^{72A} for the suspects^{73D}. Pedrito said they had black leather^{74C} jackets and that the leader had a ring in the shape of an eagle^{75C}.
- Q. Were they ever taken to court? Did the state attorney charge them with any crime^{76B}?
- A. Nobody touches those bastards^{77F}. Looks to me like^{78E} they have the attorneys in their pockets.
- Q. So, according to you, the police are in cahoots^{79J} with the gang members and nobody will be tried^{80A} for this offense?
- A. All I know is that those motherfuckers^{81J} assaulted my kid, they practically killed^{82E} him. And, even though there were many eyewitnesses^{83B} nobody has been arrested.
- Q. I have nothing further^{84A}. You can step down^{85B}. Don't forget^{86A} you must comply with the subpoena^{87D} you received to testify^{88D} in front of the jury^{89D} on the day of the trial.
- A. Yes, yes^{90I}. I received the subpoena.

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|-----------------|----|
| Possible Points | 90 |
| (-) # Incorrect | |
| Total Correct | |

Good morning. My name is Janet Smith and I am an assistant state's attorney^{1D} in our county^{2C}. Ladies and gentlemen of the jury^{3D}, we believe that the evidence will show that during the morning hours^{4I} on July 2nd, 2004^{5G}, a woman by the name of June Jones^{6G} was brutally beaten^{7A} and assaulted in the living room of her home here in the city of Madison. She was held down on her living room floor for two hours, and her assailant^{8B} took her purse^{9C} when he finally^{10I} ran away. We will prove^{11A} that the defendant^{12D}, Omar Butler^{13G}, is the person who assaulted, restrained and stole from^{14A} June Jones. The State has charged^{15D} Mr. Butler with attempted sexual assault^{16D}, false imprisonment^{17D} and theft.

June is a 42 year old divorcée^{18C} who lives alone^{19I} at 1729 Rosewood Avenue^{20G}. On the night of Friday, July 1st^{21G}, June was at her house with a friend, hanging out^{22J} and drinking. Late^{23I} in the evening, the victim told her friend that she wanted to go over to Harry's Bar. Her friend said that he wanted to call it a night^{24E}, so June decided to go by herself.

I believe that the evidence^{25D} will show that June got into the bar a little before^{26H} midnight, or thereabouts, and she continued to drink in the bar and stayed until closing time. The evidence will show that the defendant was also at Harry's. We know this because the ^{27C} told the police he recognized the defendant from prior^{28H} occasions. One of our witnesses^{29D}, Ms. Ana Diaz, will testify^{30D} that she saw the defendant talking to June outside the bar^{31I} after closing time and that she could see that June was very intoxicated^{32B}. I think she used the words that the victim was "falling down drunk"^{33F}. The defendant ran over to Ana and told her that June was a friend of his sister's, a blatant^{34H} lie, and that he was going to walk her home.

Ana will tell you that she watched^{35A} as Omar ran off^{36B}. June had already^{37I} crossed Main Avenue and was on the other side of the street, walking home. Ana watched as the defendant ran after^{38E} June.

June will tell you that she basically^{39I} has no recollection of how she got home from the tavern^{40C}. I believe she said she lives about seven blocks^{41C} away. She is not sure if the defendant actually caught up with her as she was walking home or exactly^{42H} where that may have occurred.

But in the police report^{43D}, she indicates that she does recall being at her front door and getting her door^{44I} keys out of the mailbox^{45C}. Despite her intoxicated condition she was probably painfully aware of what occurred to her during the next two hours on her living room^{46C} floor.

She recalls^{47A} the defendant being at the door; she remembers being thrown^{48A} to the floor. She remembers the defendant sitting on top of her as she is lying on the floor. The defendant was demanding^{49A} sex. He wanted to shackle^{50C} her. He repeatedly struck her^{51A} in the face and in the head. He even pulled a handful^{52B} of hair out of her scalp^{53C}. He threatened to kill her.

She struggled with him, trying desperately to keep from being tied up. She was afraid she would die if he succeeded in tying her up. During the struggle, the defendant got up, and ran into the kitchen^{54C} and came back with a very^{55H} long serrated^{56H} knife and put it to her throat^{57C}. At some point during this assault he poked^{58F} her with it. You will see the prosecution's^{59D} photograph, marked as an exhibit^{60D} showing June's injuries, which are consistent with being jabbed with a knife.

He repeatedly told her that he wanted to tie her up and, in his words, screw^{61J} her. She responded by saying, “hell no62F, she did not want to do that. She began to scream. Again, he sat on her and punched^{63A} her. Eventually June convinced him to let her up. The evidence will show that she told him she would agree to have intercourse and that it wasn’t necessary for him to tie her up or to gag her^{64C}.

When he finally let her up, June was able to make a break^{65E} for the door and got outside. She was screaming her head off^{66E}. The defendant followed her out into the yard^{67B} but, apparently because of her continued screaming, he eventually ran away.

You will hear a woman by the name of Erika Wilson testify that she was awakened^{68A} by the screams. She opened her window and heard a male voice say, “You’re going to die, bitch^{69J}, so she called 911. We have subpoenaed^{70D} Ms. Wilson.

The evidence will show beyond a reasonable doubt^{71D} that the defendant violently assaulted^{72B} June Jones, restrained^{73A} her against her will and took her purse and its contents. Because of that, during the closing arguments^{74D} in this case, I will be asking you to return verdicts^{75D} of guilty to the three offenses charged.

Thank you.

| | |
|-----------------|----|
| Possible Points | 75 |
| (-) # Incorrect | |
| Total Correct | |

Armed robbery

On April 25, at 4:30 p.m., police were called^{1A} to the 1200 block of Milestone Lane in Germantown for a weapons complaint^{2D}. The victim advised^{3B} that while he was driving his van in the parking lot, several black males approached^{4A} and got into a verbal^{5I} altercation^{6C} with him. Three of the suspects began hitting the van with baseball bats. After the victim drove away a short^{7H} distance, suspect No. 1 approached him and threatened the victim with a handgun^{8C}. He then punched the man and took property^{9B} from him. The robbers, who fled^{10C} in a vehicle, were between 17 and 25 years old. The one with the gun was 6 feet tall, weighed about 165 pounds^{11G}, and had a medium build^{12C} and dark complexion^{13B}. He wore a white tank-top^{14C} and black shorts.

One of the alleged^{15H} perpetrators^{16F} was arrested after a routine^{17H} traffic stop^{18C}, when a computer check found an open warrant^{19D} for failure to appear in court on drug charges^{20I}. When the suspect was taken to the county jail, he became belligerent^{21C} and threatened to kill the officer who was taking his mug shot^{22E}. In order to finish processing the individual^{23A}, the officers had to handcuff him^{24A}. He will be taken in front of a county judge for his initial appearance^{25D}.

| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

The court has determined^{1A} for file # C-R04/ZV^{2G} that no substantial danger exists that the defendant will commit a serious crime, jeopardize^{3C} his personal safety, be a danger to the community, flee the jurisdiction^{4A}, or otherwise unlawfully interfere with the administration of justice. The court, therefore^{5H}, releases the defendant on his own recognizance^{6D} and imposes the following conditions of release:

1. Defendant^{7B} shall not use any drugs or possess any related paraphernalia^{8B} except as prescribed^{9C} by a physician^{10C}.
2. Defendant shall not possess any^{11H} dangerous weapons.
3. Defendant shall report regularly to and remain under the supervision of pretrial services^{12D}.
4. Defendant shall report to the county^{13H} jail for administrative booking.

DEFENDANT'S ACKNOWLEDGMENT^{14C} 3

1. I have read the above conditions of release^{15A}.
2. I understand that a law enforcement officer^{16F} having probable cause^{17C} to believe that I have violated^{18A} a condition of my release, may arrest me.
3. I agree to abide by all of the above^{19E} and understand that any violation may lead^{20A} to the forfeiture^{21C} of any bond posted and to the issuance of a warrant^{22D} for my immediate arrest.
4. I have received a copy of the order^{23C} and will keep it with me.
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| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

PRACTICE EXAM #2

Consecutive

- Q. Mr. Rodriguez, my name is Barbara Davies. I spoke with you on the telephone on April 16th^{1G}. Do you remember that conversation?
- A. You mean^{2I} the day you called me at work... yes, I think so.
- Q. We talked about your work history and your home and about your children, Pedrito and Celia, and Paula^{3G}, their mother? Do you recall that?
- A. Yes, I remember we talked for a long while, especially that we talked about my son Pedro's problem.
- Q. You mentioned you've worked a long time^{4B} for a hotel, I think it's the Paradise Island Hotel, right?
- A. It used to be called that. They changed the name two, two and a half years^{5G} ago. Now it's called Crystal Palace, but it is the same one, right.
- Q. Now you work as a manager for that property, but you have held^{6A} several different positions^{7B} in the hotel and have a very strict work ethic^{8C}, do you not? You always arrive at work on time and you are devoted^{9A} to your work?
- A. That's right. I have always been treated very well there. I started washing dishes, but I have always been a very hard worker^{10C} and thanks to my efforts, I became a manager^{11C}. I've always been loyal^{12C} to my employers. That is why I have received several^{13C} promotions.
- Q. So now, after you worked your way up the ranks to where you are today, you make very good money^{14E}, right?
- A. I wouldn't say^{15A} that they pay me a whole lot of money, but I do okay^{16H}.
- Q. And, correct me if I'm wrong, you live in a house located at 2491 Bayfront^{17G} in one of the swankiest^{18J} neighborhoods on the island?
- A. Well^{19I}, how should I say this? The island is very small. Luckily, we were able to find a small lot and we built a single-story^{20H} house.
- Q. Didn't you describe the place where Paula lived before as the ghetto^{21C}?
- A. Look, I don't know what ghetto is, what I said is that she is from a deprived area^{22B}, a poor and dangerous^{23I} neighborhood.
- Q. You stated earlier, during cross-examination^{24D}, that you and Paula have never been married^{25A} but you do have two^{26C} children together; is that correct?
- A. It's true, but our children don't know it; my wife doesn't want them to know that they are bastards.

PRACTICE EXAM #2

Consecutive

Q. You said that Pedrito was never in trouble with the law^{27E} until there was a robbery^{28D} incident involving an older^{29H} lady, and he was held in custody^{31D} for two weeks. Is that correct?

A. That's what I was told after they sent him to Juvenile Court^{32D}. I was on pins and needles. We had a hard time getting him out of jail. Anyway, after all that, they dropped^{33B} the charges.

Q. And that all went down^{34J} when he was about^{35H} sixteen?

A. Yes, March 27th, 2006^{36G}.

Q. Would you say^{37A} that Pedrito was a pretty^{38I} good kid?

A. Pedrito would disobey me some times. But I didn't have to punish him very often because he was usually well-behaved.

Q. In your country, striking^{39A} a child, is that quite^{40H} common – as discipline, I mean?

A. Well.... I can't speak for everyone. I only^{41I} know how I punish my children. When it was necessary, I would swat^{42C} their bottom^{43J}.

Q. Do you recall when I took your deposition^{44D} on April 16th and you said that it was quite common for parents to use corporal punishment^{45C}?

A. I don't know what corporal punishment is, but where I come from parents do punish their children, that's for sure^{46H}.

Q. By "punish"^{47A} you mean hitting them. Bottom line^{48E}, did you punish Pedrito or his sister by striking them with a belt when they misbehaved^{49C}?

A. Some do hit them with a belt^{50C}. Each parent has their own way to punish their kids. Like I told you before^{51H}, I sometimes spanked them and I hit^{52A} Pedrito once with a belt.

Q. Earlier you said Pedrito never had a violent^{53I} temper except for that one time when he threw a brick through your dining room^{54C} window. Why did he lose his temper^{55E} then?

A. Aha^{56F}, that was the time^{57A} I hit him with the belt; the kid^{58C} was so angry his nose bled, I guess because he was so mad^{59B}.

Q. Did you ever notice mental problems with Pedrito? Did you ever see him having seizures^{60A}, or anything weird^{61C}?

A. When he would get very angry he had nosebleeds^{62B}, but that's all.

Q. Let's talk about the time he got beat up. Tell us where and when^{63H} that happened, if you happen to remember.

- A. I think it was December of the year before last^{64H}.
- Q. Was he badly^{65H} injured? Was he taken to the hospital?
- A. He had been beaten up! He had a black eye^{66B} and had a cast^{67C} on because they had broken^{68A} his right^{69H} arm.
- Q. Do you know how many people participated in the alleged^{70D} attack, how many attackers^{71C} there were?
- A. Who knows! They were gang members and the police were looking^{72A} for the suspects^{73D}. Pedrito said they had black leather^{74C} jackets and that the leader had a ring in the shape of an eagle^{75C}.
- Q. Were they ever taken to court? Did the state attorney charge them with any crime^{76B}?
- A. Nobody touches those bastards^{77F}. Looks to me like^{78E} they have the attorneys in their pockets.
- Q. So, according to you, the police are in cahoots^{79J} with the gang members and nobody will be tried^{80A} for this offense?
- A. All I know is that those motherfuckers^{81J} assaulted my kid, they practically killed^{82E} him. And, even though there were many eyewitnesses^{83D} nobody has been arrested.
- Q. I have nothing further^{84A}. You can step down^{85B}. Don't forget^{86A} you must comply with the subpoena^{87D} you received to testify^{88D} in front of the jury^{89D} on the day of the trial.
- A. Yes, yes^{90I}. I received the subpoena.

| | |
|-----------------|----|
| Possible Points | 90 |
| (-) # Incorrect | |
| Total Correct | |

Good morning. My name is Janet Smith and I am an assistant state's attorney^{1D} in our county^{2C}. Ladies and gentlemen of the jury^{3D}, we believe that the evidence will show that during the morning hours^{4I} on July 2nd, 2004^{5G}, a woman by the name of June Jones^{6C} was brutally beaten^{7A} and assaulted in the living room of her home here in the city of Madison. She was held down on her living room floor for two hours, and her assailant^{8B} took her purse^{9C} when he finally^{10I} ran away. We will prove^{11A} that the defendant^{12D}, Omar Butler^{13G}, is the person who assaulted, restrained and stole from^{14A} June Jones. The State has charged^{15D} Mr. Butler with attempted sexual assault^{16D}, false imprisonment^{17D} and theft.

June is a 42 year old divorcee^{18C} who lives alone^{19I} at 1729 Rosewood Avenue^{20G}. On the night of Friday, July 1st^{21G}, June was at her house with a friend, hanging out^{22J} and drinking. Late^{23I} in the evening, the victim told her friend that she wanted to go over to Harry's Bar. Her friend said that he wanted to call it a night^{24E}, so June decided to go by herself.

I believe that the evidence^{25D} will show that June got into the bar a little before^{26H} midnight, or thereabouts, and she continued to drink in the bar and stayed until closing time. The evidence will show that the defendant was also at Harry's. We know this because the bartender^{27C} told the police he recognized the defendant from prior^{28H} occasions. One of our witnesses^{29D}, Ms. Ana Diaz, will testify^{30D} that she saw the defendant talking to June outside the bar^{31I} after closing time and that she could see that June was very intoxicated^{32B}. I think she used the words that the victim was "falling down drunk"^{33F}. The defendant ran over to Ana and told her that June was a friend of his sister's, a blatant^{34H} lie, and that he was going to walk her home.

Ana will tell you that she watched^{35A} as Omar ran off^{36B}. June had already^{37I} crossed Main Avenue and was on the other side of the street, walking home. Ana watched as the defendant ran after^{38E} June.

June will tell you that she basically^{39I} has no recollection of how she got home from the tavern^{40C}. I believe she said she lives about seven blocks^{41C} away. She is not sure if the defendant actually caught up with her as she was walking home or exactly^{42H} where that may have occurred.

But in the police report^{43D}, she indicates that she does recall being at her front door and getting her door^{44I} keys out of the mailbox^{45C}. Despite her intoxicated condition she was probably painfully aware of what occurred to her during the next two hours on her living room^{46C} floor.

She recalls^{47A} the defendant being at the door; she remembers being thrown^{48A} to the floor. She remembers the defendant sitting on top of her as she is lying on the floor. The defendant was demanding^{49A} sex. He wanted to shackle^{50C} her. He repeatedly struck her^{51A} in the face and in the head. He even pulled a handful^{52B} of hair out of her scalp^{53C}. He threatened to kill her.

She struggled with him, trying desperately to keep from being tied up. She was afraid she would die if he succeeded in tying her up. During the struggle, the defendant got up, and ran into the kitchen^{54C} and came back with a very^{55H} long serrated^{56H} knife and put it to her throat^{57C}. At some point during this assault he poked^{58F} her with it. You will see the prosecution's^{59D} photograph, marked as an exhibit^{60D} showing June's injuries, which are consistent with being jabbed with a knife.

He repeatedly told her that he wanted to tie her up and, in his words, screw^{61J} her. She responded by saying, “hell no62F, she did not want to do that. She began to scream. Again, he sat on her and punched^{63A} her. Eventually June convinced him to let her up. The evidence will show that she told him she would agree to have intercourse and that it wasn’t necessary for him to tie her up or to gag her^{64C}.

When he finally let her up, June was able to make a break^{65E} for the door and got outside. She was screaming her head off^{66E}. The defendant followed her out into the yard^{67B} but, apparently because of her continued screaming, he eventually ran away.

You will hear a woman by the name of Erika Wilson testify that she was awakened^{68A} by the screams. She opened her window and heard a male voice say, “You’re going to die, bitch^{69J}, so she called 911. We have subpoenaed^{70D} Ms. Wilson.

The evidence will show beyond a reasonable doubt^{71D} that the defendant violently assaulted^{72B} June Jones, restrained^{73A} her against her will and took her purse and its contents. Because of that, during the closing arguments^{74D} in this case, I will be asking you to return verdicts^{75D} of guilty to the three offenses charged.

Thank you.

| | |
|-----------------|----|
| Possible Points | 75 |
| (-) # Incorrect | |
| Total Correct | |

Armed robbery

On April 25, at 4:30 p.m., police were called^{1A} to the 1200 block of Milestone Lane in Germantown for a weapons complaint^{2D}. The victim advised^{3B} that while he was driving his van in the parking lot, several black males approached^{4A} and got into a verbal^{5I} altercation^{6C} with him. Three of the suspects began hitting the van with baseball bats. After the victim drove away a short^{7H} distance, suspect No. 1 approached him and threatened the victim with a handgun^{8C}. He then punched the man and took property^{9B} from him. The robbers, who fled^{10C} in a vehicle, were between 17 and 25 years old. The one with the gun was 6 feet tall, weighed about 165 pounds^{11G}, and had a medium build^{12C} and dark complexion^{13B}. He wore a white tank-top^{14C} and black shorts.

One of the alleged^{15H} perpetrators^{16F} was arrested after a routine^{17H} traffic stop^{18C}, when a computer check found an open warrant^{19D} for failure to appear in court on drug charges^{20I}. When the suspect was taken to the county jail, he became belligerent^{21C} and threatened to kill the officer who was taking his mug shot^{22E}. In order to finish processing the individual^{23A}, the officers had to handcuff him^{24A}. He will be taken in front of a county judge for his initial appearance^{25D}.

| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

The court has determined^{1A} for file # C-R04/ZV^{2G} that no substantial danger exists that the defendant will commit a serious crime, jeopardize^{3C} his personal safety, be a danger to the community, flee the jurisdiction^{4A}, or otherwise unlawfully interfere with the administration of justice. The court, therefore^{5H}, releases the defendant on his own recognizance^{6D} and imposes the following conditions of release:

1. Defendant^{7B} shall not use any drugs or possess any related paraphernalia^{8B} except as prescribed^{9C} by a physician^{10C}.
2. Defendant shall not possess any^{11H} dangerous weapons.
3. Defendant shall report regularly to and remain under the supervision of pretrial services^{12D}.
4. Defendant shall report to the county^{13H} jail for administrative booking.

DEFENDANT'S ACKNOWLEDGMENT^{14C}

1. I have read the above conditions of release^{15A}.
2. I understand that a law enforcement officer^{16F} having probable cause^{17C} to believe that I have violated^{18A} a condition of my release, may arrest me.
3. I agree to abide by all of the above^{19E} and understand that any violation may lead^{20A} to the forfeiture^{21C} of any bond posted and to the issuance of a warrant^{22D} for my immediate arrest.
4. I have received a copy of the order^{23C} and will keep it with me.
5. I agree to make the court appearance scheduled for Oct. 15th^{24G}, at 2:30 PM as ordered by the court^{25I}.

| | |
|-----------------|----|
| Possible Points | 25 |
| (-) # Incorrect | |
| Total Correct | |

PRACTICE EXAM #2

Consecutive

- Q. Mr. Rodriguez, my name is Barbara Davies. I spoke with you on the telephone on April 16th^{1G}. Do you remember that conversation?
- A. You mean^{2I} the day you called me at work... yes, I think so.
- Q. We talked about your work history and your home and about your children, Pedrito and Celia, and Paula^{3G}, their mother? Do you recall that?
- A. Yes, I remember we talked for a long while, especially that we talked about my son Pedro's problem.
- Q. You mentioned you've worked a long time^{4B} for a hotel, I think it's the Paradise Island Hotel, right?
- A. It used to be called that. They changed the name two, two and a half years^{5G} ago. Now it's called Crystal Palace, but it is the same one, right.
- Q. Now you work as a manager for that property, but you have held^{6A} several different positions^{7B} in the hotel and have a very strict work ethic^{8C}, do you not? You always arrive at work on time and you are devoted^{9A} to your work?
- A. That's right. I have always been treated very well there. I started washing dishes, but I have always been a very hard worker^{10C} and thanks to my efforts, I became a manager^{11C}. I've always been loyal^{12C} to my employers. That is why I have received several^{13C} promotions.
- Q. So now, after you worked your way up the ranks to where you are today, you make very good money^{14E}, right?
- A. I wouldn't say^{15A} that they pay me a whole lot of money, but I do okay^{16H}.
- Q. And, correct me if I'm wrong, you live in a house located at 2491 Bayfront^{17G} in one of the swankiest^{18J} neighborhoods on the island?
- A. Well^{19I}, how should I say this? The island is very small. Luckily, we were able to find a small lot and we built a single-story^{20H} house.
- Q. Didn't you describe the place where Paula lived before as the ghetto^{21C}?
- A. Look, I don't know what ghetto is, what I said is that she is from a deprived area^{22B}, a poor and dangerous^{23I} neighborhood.
- Q. You stated earlier, during cross-examination^{24D}, that you and Paula have never been married^{25A} but you do have two^{26G} children together; is that correct?
- A. It's true, but our children don't know it; my wife doesn't want them to know that they are bastards.

PRACTICE EXAM #2

Consecutive

Q. You said that Pedrito was never in trouble with the law^{27E} until there was a robbery^{28D} incident involving an older^{29H} lady, and he was held in custody^{31D} for two weeks. Is that correct?

A. That's what I was told after they sent him to Juvenile Court^{32D}. I was on pins and needles. We had a hard time getting him out of jail. Anyway, after all that, they dropped^{33B} the charges.

Q. And that all went down^{34J} when he was about^{35H} sixteen?

A. Yes, March 27th, 2006^{36G}.

Q. Would you say^{37A} that Pedrito was a pretty^{38I} good kid?

A. Pedrito would disobey me some times. But I didn't have to punish him very often because he was usually well-behaved.

Q. In your country, striking^{39A} a child, is that quite^{40H}-common – as discipline, I mean?

A. Well.... I can't speak for everyone. I only^{41I} know how I punish my children. When it was necessary, I would swat^{42C} their bottom^{43J}.

Q. Do you recall when I took your deposition^{44D} on April 16th and you said that it was quite common for parents to use corporal punishment^{45C}?

A. I don't know what corporal punishment is, but where I come from parents do punish their children, that's for sure^{46H}.

Q. By "punish"^{47A} you mean hitting them. Bottom line^{48E}, did you punish Pedrito or his sister by striking them with a belt when they misbehaved^{49C}?

A. Some do hit them with a belt^{50C}. Each parent has their own way to punish their kids. Like I told you before^{51H}, I sometimes spanked them and I hit^{52A} Pedrito once with a belt.

Q. Earlier you said Pedrito never had a violent^{53I} temper except for that one time when he threw a brick through your dining room^{54C} window. Why did he lose his temper^{55E} then?

A. Aha^{56F}, that was the time^{57A} I hit him with the belt; the kid^{58C} was so angry his nose bled, I guess because he was so mad^{59B}.

Q. Did you ever notice mental problems with Pedrito? Did you ever see him having seizures^{60A}, or anything weird^{61C}?

A. When he would get very angry he had nosebleeds^{62B}, but that's all.

Q. Let's talk about the time he got beat up. Tell us where and when^{63H} that happened, if you happen to remember.

A. I think it was December of the year before last^{64H}.

Q. Was he badly^{65H} injured? Was he taken to the hospital?

A. He had been beaten up! He had a black eye^{66B} and had a cast^{67C} on because they had broken^{68A} his right^{69H} arm.

Q. Do you know how many people participated in the alleged^{70D} attack, how many attackers^{71C} there were?

A. Who knows! They were gang members and the police were looking^{72A} for the suspects^{73D}. Pedrito said they had black leather^{74C} jackets and that the leader had a ring in the shape of an eagle^{75C}.

Q. Were they ever taken to court? Did the state attorney charge them with any crime^{76B}?

A. Nobody touches those bastards^{77F}. Looks to me like^{78E} they have the attorneys in their pockets.

Q. So, according to you, the police are in cahoots^{79J} with the gang members and nobody will be tried^{80A} for this offense?

A. All I know is that those motherfuckers^{81J} assaulted my kid, they practically killed^{82E} him. And, even though there were many eyewitnesses^{83D} nobody has been arrested.

Q. I have nothing further^{84A}. You can step down^{85B}. Don't forget^{86A} you must comply with the subpoena^{87D} you received to testify^{88D} in front of the jury^{89D} on the day of the trial.

A. Yes, yes^{90I}. I received the subpoena.

| | |
|-----------------|----|
| Possible Points | 90 |
| (-) # Incorrect | |
| Total Correct | |

Good morning. My name is Janet Smith and I am an assistant state's attorney^{1D} in our county^{2C}. Ladies and gentlemen of the jury^{3D}, we believe that the evidence will show that during the morning hours^{4I} on July 2nd, 2004^{5G}, a woman by the name of June Jones^{6G} was brutally beaten^{7A} and assaulted in the living room of her home here in the city of Madison. She was held down on her living room floor for two hours, and her assailant^{8B} took her purse^{9C} when he finally^{10I} ran away. We will prove^{11A} that the defendant^{12D}, Omar Butler^{13G}, is the person who assaulted, restrained and stole from^{14A} June Jones. The State has charged^{15D} Mr. Butler with attempted sexual assault^{16D}, false imprisonment^{17D} and theft.

June is a 42 year old divorcee^{18C} who lives alone^{19I} at 1729 Rosewood Avenue^{20G}. On the night of Friday, July 1st^{21G}, June was at her house with a friend, hanging out^{22J} and drinking. Late^{23I} in the evening, the victim told her friend that she wanted to go over to Harry's Bar. Her friend said that he wanted to call it a night^{24E}, so June decided to go by herself.

I believe that the evidence^{25D} will show that June got into the bar a little before^{26H} midnight, or thereabouts, and she continued to drink in the bar and stayed until closing time. The evidence will show that the defendant was also at Harry's. We know this because the bartender^{27C} told the police he recognized the defendant from prior^{28H} occasions. One of our witnesses^{29D}, Ms. Ana Diaz, will testify^{30P} that she saw the defendant talking to June outside the bar^{31I} after closing time and that she could see that June was very intoxicated^{32B}. I think she used the words that the victim was "falling down drunk"^{33F}. The defendant ran over to Ana and told her that June was a friend of his sister's, a blatant^{34H} lie, and that he was going to walk her home.

Ana will tell you that she watched^{35A} as Omar ran off^{36B}. June had already^{37I} crossed Main Avenue and was on the other side of the street, walking home. Ana watched as the defendant ran after^{38E} June.

June will tell you that she basically^{39I} has no recollection of how she got home from the tavern^{40C}. I believe she said she lives about seven blocks^{41C} away. She is not sure if the defendant actually caught up with her as she was walking home or exactly^{42H} where that may have occurred.

But in the police report^{43D}, she indicates that she does recall being at her front door and getting her door^{44I} keys out of the mailbox^{45C}. Despite her intoxicated condition she was probably painfully aware of what occurred to her during the next two hours on her living
room^{46C} floor.

She recalls^{47A} the defendant being at the door; she remembers being thrown^{48A} to the floor. She remembers the defendant sitting on top of her as she is lying on the floor. The defendant was demanding^{49A} sex. He wanted to shackle^{50C} her. He repeatedly struck her^{51A} in the face and in the head. He even pulled a handful^{52B} of hair out of her scalp^{53C}. He threatened to kill her.

She struggled with him, trying desperately to keep from being tied up. She was afraid she would die if he succeeded in tying her up. During the struggle, the defendant got up, and ran into the kitchen^{54C} and came back with a very^{55H} long serrated^{56H} knife and put it to her throat^{57C}. At some point during this assault he poked^{58F} her with it. You will see the prosecution's^{59D} photograph, marked as an exhibit^{60D} showing June's injuries, which are consistent with being jabbed with a knife.

He repeatedly told her that he wanted to tie her up and, in his words, screw^{61J} her. She responded by saying, “hell no”^{62F}, she did not want to do that. She began to scream. Again, he sat on her and punched^{63A} her. Eventually June convinced him to let her up. The evidence will show that she told him she would agree to have intercourse and that it wasn’t necessary for him to tie her up or to gag her^{64C}.

When he finally let her up, June was able to make a break^{65E} for the door and got outside. She was screaming her head off^{66E}. The defendant followed her out into the yard^{67B} but, apparently because of her continued screaming, he eventually ran away.

You will hear a woman by the name of Erika Wilson testify that she was awakened^{68A} by the screams. She opened her window and heard a male voice say, “You’re going to die, bitch^{69J}, so she called 911. We have subpoenaed^{70D} Ms. Wilson.

The evidence will show beyond a reasonable doubt^{71D} that the defendant violently assaulted^{72B} June Jones, restrained^{73A} her against her will and took her purse and its contents. Because of that, during the closing arguments^{74D} in this case, I will be asking you to return verdicts^{75D} of guilty to the three offenses charged.

Thank you.

| | |
|-----------------|----|
| Possible Points | 75 |
| (-) # Incorrect | |
| Total Correct | |

PEK2**Sight Translation
English - Foreign Language #1****Police Report**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|-----------------------------|--------------|----------------------|----------------------|------------------------|-------|
| 1 | Grammar/Verbs terms/phrases | A D | Were called Complain | | | |
| 2 | | | | | | |
| 3 | False cognates | B | Advised | | | |
| 4 | Grammar/Verbs | A | Approached | | | |
| 5 | Position items | I | Verbal | | | |
| 6 | General vocabulary | C | Altercation | | | |
| 7 | Markers & intensifiers | H | Short | | | |
| 8 | General Vocabulary | C | Handgun | | | |
| 9 | False cognates | B | Property | | | |
| 10 | General vocabulary | C | Fled | | | |
| 11 | Names & numbers | G | 165 pounds | | | |
| 12 | General vocabulary | C | Build | | | |
| 13 | False cognates | B | Complexion | | | |
| 14 | False cognates | B | Tank-top | | | |
| 15 | Markers & intensifiers | H | Alleged | | | |
| 16 | Register | F | Perpetrators | | | |
| 17 | Markers & intensifiers | H | Routine | | | |

PEK2
Sight Translation
English - Foreign Language #1
Police Report

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|----------------------|--------------|---------------------------|----------------------|------------------------|-------|
| 18 | General vocabulary | C | Traffic stop | | | |
| 19 | Legal terms/phrases | D | Open warrant | | | |
| 20 | Position items | I | On drug charges | | | |
| 21 | General vocabulary | C | Belligerent | | | |
| 22 | Idiomatic expression | E | Mug shot | | | |
| 23 | Grammar/Verbs | A | Processing the individual | | | |
| 24 | Grammar/Verbs | A | Handcuff him | | | |
| 25 | Legal terms/phrases | D | Initial appearance | | | |

PEK2**Sight Translation**
English-Foreign Language #2**Bail Bond**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|-----------------------|----------------------|------------------------|-------|
| 1 | Grammar/Verbs | A | has determined | | | |
| 2 | Names & Numbers | G | CR-104/ZV | | | |
| 3 | General Vocabulary | C | jeopardize | | | |
| 4 | Grammar/Verbs | A | flee the jurisdiction | | | |
| 5 | Markers & intensifiers | H | therefore | | | |
| 6 | Legal terms/phrases | D | own recognition | | | |
| 7 | False cognates | B | Defendant | | | |
| 8 | False cognates | B | paraphemia | | | |
| 9 | General Vocabulary | C | prescribed | | | |
| 10 | General Vocabulary | C | physician | | | |
| 11 | Markers & intensifiers | H | any | | | |
| 12 | Legal terms/phrases | D | pretrial services | | | |
| 13 | Markers & intensifiers | H | county | | | |
| 14 | General Vocabulary | C | acknowledgment | | | |
| 15 | Grammar/Verbs | A | release | | | |

PEK2**Sight Translation****Bail Bond**

| English-Foreign Language #2 | | | | | |
|-----------------------------|---------------------|--------------|-------------------------|----------------------|------------------------|
| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses |
| 16 | Register | F | law enforcement officer | | |
| 17 | General Vocabulary | C | probable cause | | |
| 18 | Grammar/Verbs | A | have violated | | |
| 19 | Idioms | E | all of the above | | |
| 20 | Grammar/Verbs | A | may lead | | |
| 21 | General Vocabulary | C | forfeiture | | |
| 22 | Legal terms/phrases | D | warrant | | |
| 23 | General Vocabulary | C | order | | |
| 24 | Names & Numbers | G | Oct. 15th | | |
| 25 | Position | I | by the court | | |

PEK2

Consecutive

Deposition

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|------------------------------|----------------------|------------------------|-------|
| 1 | Names & numbers | G | April 16th | | | |
| 2 | Position items | I | You mean | | | |
| 3 | Names & numbers | G | Pedrito and Celia, and Paula | | | |
| 4 | False cognates | B | A long time | | | |
| 5 | Names & numbers | G | two, two and half years | | | |
| 6 | Grammar/Verbs | A | Have held | | | |
| 7 | False cognates | B | positions | | | |
| 8 | General vocabulary | C | work ethic | | | |
| 9 | Grammar/Verbs | A | are devoted | | | |
| 10 | General vocabulary | C | hard worker | | | |
| 11 | General vocabulary | C | manager | | | |
| 12 | General vocabulary | C | loyal | | | |
| 13 | Position items | I | several | | | |
| 14 | Idiomatic expressions | E | make very good money | | | |
| 15 | Grammar/Verbs | A | I wouldn't say | | | |
| 16 | Markers & intensifiers | H | do okay | | | |

PEK2**Consecutive****Deposition**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|-------------------------|----------------------|------------------------|-------|
| 17 | Names & numbers | G | 2491 Bayfront | | | |
| 18 | Slang | J | swankiest | | | |
| 19 | Position items | I | Well | | | |
| 20 | Markers & intensifiers | H | single-story | | | |
| 21 | General vocabulary | C | ghetto | | | |
| 22 | False cognates | B | deprived | | | |
| 23 | Position items | I | dangerous | | | |
| 24 | Legal terms/phrases | D | cross-examination | | | |
| 25 | Grammar/Verbs | A | have never been married | | | |
| 26 | Names & numbers | G | two | | | |
| 27 | Idiomatic expressions | E | in trouble with the law | | | |
| 28 | Legal terms/phrases | D | robbery | | | |
| 29 | Markers & intensifiers | H | older | | | |
| 30 | Grammar/Verbs | A | was held | | | |
| 31 | Legal terms/phrases | D | custody | | | |
| 32 | Legal terms/phrases | D | Juvenile Court | | | |

PEK2

Deposition

Consecutive

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|---------------------|----------------------|------------------------|-------|
| 33 | False cognates | B | dropped | | | |
| 34 | Slang | J | went down | | | |
| 35 | Markers & intensifiers | H | about | | | |
| 36 | Names & numbers | G | 27-Mar-06 | | | |
| 37 | Grammar/Verbs | A | Would you say | | | |
| 38 | Position items | I | pretty | | | |
| 39 | Grammar/Verbs | A | Striking | | | |
| 40 | Markers & intensifiers | H | Quite | | | |
| 41 | Position items | I | only | | | |
| 42 | General vocabulary | C | swat | | | |
| 43 | Slang | J | bottom | | | |
| 44 | Legal terms/phrases | D | Deposition | | | |
| 45 | Register | F | Corporal punishment | | | |
| 46 | Markers & intensifiers | H | that's for sure | | | |
| 47 | Grammar/Verbs | A | By "punish" | | | |
| 48 | Idiomatic expressions | E | Bottom line | | | |

PEK2**Consecutive****Deposition**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|------------------------|----------------------|------------------------|-------|
| 49 | General vocabulary | C | Misbehaved | | | |
| 50 | General vocabulary | C | belt | | | |
| 51 | Position markers | I | Like I told you before | | | |
| 52 | Grammar/Verbs | A | hit | | | |
| 53 | Position markers | I | Violent | | | |
| 54 | General vocabulary | C | dining room | | | |
| 55 | Idiomatic expressions | E | Lose his temper | | | |
| 56 | Register | F | Aha | | | |
| 57 | Grammar/Verbs | A | that was the time | | | |
| 58 | General vocabulary | C | kid | | | |
| 59 | False cognates | B | mad | | | |
| 60 | Grammar/Verbs | A | Having seizures | | | |
| 61 | General vocabulary | C | weird | | | |
| 62 | False cognates | B | nosebleeds | | | |
| 63 | Markers & intensifiers | H | Where and when | | | |

Consecutive

Deposition

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|------------------|----------------------|------------------------|-------|
| 64 | Markers & intensifiers | H | year before last | | | |
| 65 | Markers & intensifiers | H | Badly | | | |
| 66 | False cognates | B | black eye | | | |
| 67 | General vocabulary | C | cast | | | |
| 68 | Grammar/Verbs | A | had broken | | | |
| 69 | Markers & intensifiers | H | right | | | |
| 70 | Legal terms/phrases | D | alleged | | | |
| 71 | General vocabulary | C | attackers | | | |
| 72 | Grammar/Verbs | A | were looking | | | |
| 73 | Legal terms/phrases | D | suspects | | | |
| 74 | General vocabulary | C | leather | | | |
| 75 | General vocabulary | C | eagle | | | |
| 76 | False cognates | B | Crime | | | |
| 77 | Register | F | bastards | | | |
| 78 | Idiomatic expressions | E | Looks to me like | | | |
| 79 | Slang | J | In cahoots | | | |
| 80 | Grammar/Verbs | A | Will be tried | | | |
| 81 | Slang | J | motherfuckers | | | |

PEK2**Consecutive****Deposition**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|-----------------------|--------------|------------------------|----------------------|------------------------|-------|
| 82 | Idiomatic expressions | E | practically killed | | | |
| 83 | Legal terms/phrases | D | Testigos oculares | | | |
| 84 | Grammar/Verbs | A | I have nothing further | | | |
| 85 | False cognates | B | Step down | | | |
| 86 | Grammar/Verbs | A | Don't forget | | | |
| 87 | Legal terms/phrases | D | Subpoena | | | |
| 88 | Legal terms/phrases | D | Testify | | | |
| 89 | Legal terms/phrases | D | jury | | | |
| 90 | Position items | I | Si, si | | | |

PEK2**Simultaneous****Assault Battery**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|---------------------|--------------|-----------------------------|----------------------|------------------------|-------|
| 1 | Legal terms/phrases | D | state's attorney | | | |
| 2 | General vocabulary | C | county | | | |
| 3 | Legal terms/phrases | D | jury | | | |
| 4 | Position items | I | hours | | | |
| 5 | Names & numbers | G | July 2 nd , 2004 | | | |
| 6 | Names & numbers | G | June Jones | | | |
| 7 | Grammar/Verbs | A | beaten | | | |
| 8 | False cognates | B | assailant | | | |
| 9 | General vocabulary | C | purse | | | |
| 10 | Position items | I | finally | | | |
| 11 | Grammar/Verbs | A | We will prove | | | |
| 12 | Legal terms/phrases | D | defendant | | | |
| 13 | Names & numbers | G | Omar Butler | | | |
| 14 | Grammar/Verbs | A | stole from | | | |
| 15 | Legal terms/phrases | D | charged | | | |
| 16 | Legal terms/phrases | D | attempted sexual assault | | | |
| 17 | Legal terms/phrases | D | false imprisonment | | | |

Assault Battery

Simultaneous

PEK2

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|------------------------|--------------------|-----------------------------|---------|----------------------|------------------------|-------|
| General vocabulary | C | divorcée | | | | |
| Position items | I | alone | | | | |
| Names & numbers | G | 1729 Rosewood Avenue | | | | |
| Names & numbers | G | Friday July 1 st | | | | |
| Slang | J | hanging out | | | | |
| Position items | I | Late | | | | |
| Idiomatic expressions | E | call it a night | | | | |
| Legal terms/phrases | D | evidence | | | | |
| Markers & intensifiers | H | a little before | | | | |
| General vocabulary | C | bartender | | | | |
| Markers & intensifiers | H | prior | | | | |
| Legal terms/phrases | D | witnesses | | | | |
| Legal terms/phrases | D | testify | | | | |
| Position items | I | outside the bar | | | | |
| False cognates | B | intoxicated | | | | |
| Register | F | "falling down drunk" | | | | |
| Markers & intensifiers | H | blatant | | | | |
| Grammar/Verbs | A | watched | | | | |

PEK2

Simultaneous

Assault Battery

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|---------------|----------------------|------------------------|-------|
| 36 | False cognates | B | ran off | | | |
| 37 | Position items | I | already | | | |
| 38 | Idiomatic expressions | E | ran after | | | |
| 39 | Position items | I | basically | | | |
| 40 | General vocabulary | C | tavern | | | |
| 41 | General vocabulary | C | blocks | | | |
| 42 | Markers & intensifiers | H | exactly | | | |
| 43 | Legal terms/phrases | D | police report | | | |
| 44 | Position items | I | door | | | |
| 45 | General vocabulary | C | mailbox | | | |
| 46 | General vocabulary | C | living room | | | |
| 47 | Grammar/Verbs | A | recalls | | | |
| 48 | Grammar/Verbs | A | being thrown | | | |
| 49 | Grammar/Verbs | A | was demanding | | | |
| 50 | General vocabulary | C | shackle | | | |
| 51 | Grammar/Verbs | A | struck her | | | |
| 52 | False cognates | B | handful | | | |
| 53 | General vocabulary | C | scalp | | | |

PEK2

Simultaneous

Assault Battery

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|------------------------|--------------|------------------------|----------------------|------------------------|-------|
| 54 | General vocabulary | C | kitchen | | | |
| 55 | Markers & intensifiers | H | very | | | |
| 56 | Markers & intensifiers | H | serrated | | | |
| 57 | General vocabulary | C | throat | | | |
| 58 | Register | F | poked | | | |
| 59 | Legal terms/phrases | D | prosecution's | | | |
| 60 | Legal terms/phrases | D | exhibit | | | |
| 61 | Slang | J | screw | | | |
| 62 | Register | F | "hell no" | | | |
| 63 | Grammar/Verbs | A | punched | | | |
| 64 | General vocabulary | C | gag her | | | |
| 65 | Idiomatic expressions | E | make a break | | | |
| 66 | Idiomatic expressions | E | screaming her head off | | | |
| 67 | False cognates | B | yard | | | |
| 68 | Grammar/Verbs | A | was awakened | | | |
| 69 | Slang | J | bitch | | | |
| 70 | Legal terms/phrases | D | subpoenaed | | | |

PEK2**Simultaneous****Assault Battery**

| No. | Keyword Definition | Keyword Type | Keyword | Acceptable responses | Unacceptable responses | Notes |
|-----|---------------------|--------------|---------------------------|----------------------|------------------------|-------|
| 71 | Legal terms/phrases | D | beyond a reasonable doubt | | | |
| 72 | False cognates | B | assaulted | | | |
| 73 | Grammar/Verbs | A | restrained | | | |
| 74 | Legal terms/phrases | D | closing arguments | | | |
| 75 | Legal terms/phrases | D | verdicts | | | |

